

We are pleased to present a new edition of this journal. It is evident that new times bring new challenges and the educational field is not the exception. For this issue, four of the researchers approached topics connected to one of the 21st century skills, named initiative and self-direction (Trilling & Fadel, 2009); these skills imply student's capacity to set up attainable goals, to monitor and organize tasks according to priority, to be a self-directed learner, and to show commitment to life-long learning, among other skills. Our first contribution, by **Ramírez**, explored through action research ways to promote autonomy in university students, within an English course. Secondly, **García & Durán** present an inquiry about the influence students' learning experiences have on their perception as learners – or self-efficacy – and how they contributed to their reluctant attitudes towards the learning of English. In this same line, but focusing more, on the 21st century skill related to teachers and learning to create together, is **Carreño & Hernández's** contribution about co-planning and its implications for teachers' practices and their professional development.

The second set of articles is linked to specific features emerging from language skill work. **García-Ponce & Mora-Pablo**, from Mexico, focused on the ways in which the beliefs about providing corrective feedback when students engage in oral interaction in a foreign language. Additionally, **Fallas & Chaves** also decided to go beyond the matters of unity, coherence, cohesion and accurate syntax to approach the issue of students' authorial voice when writing academic texts. **Coates, Gorham & Nicholas**, in Italy, proposed the application of phonics instruction to particular phoneme/grapheme decoding, and therefore, second language learning. Last but not least, and responding to the need of delving into the ways in which the postmethod pedagogy (Kumaravadivelu, 1994, 2001) can be put into practice in the local contexts, **Bautista's** study aimed to characterize the development of socio-cultural awareness in an EFL university classroom.

We at GiST Journal hope our reader will find in our contributors' articles not only practical application for their own classroom context, but also a source of inspiration to share their research endeavours in their classrooms and institutions so that we could continue building a community of learning in the fields of bilingual education and language teaching.

References

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